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METHODS IN MORAL EDUCATION—III.

BY PRESIDENT J. M. GREGORY, LL. D.

I have already shown that the moral faculties are only the ordinary faculties of the mind acting in the realm of morals—the realm of the Right and the Good—and hence as susceptible of cultivation in this realm as in that of ordinary scientific truth. I have also discussed the laws for the culture or education of the moral powers as such. It remains now to take a survey of the field in which these powers act in order to gather thence the more specific and practical rules and methods in moral education.

The field of morals is the field of *DUTY*, of the action *due*—of the *ought* or the things *owed*—of the *right* or *recta*, the things *ruled* or required—the field in short of moral law and moral government, as all these terms of our common speech imply. *Duties* on things *due*—*moral debts*—infer like all other debts, two parties, one who is bound to pay, and another who is entitled to receive the debt. These two parties to a moral debt must always stand related to each other as the very obligation of the debt arises out of and gathers its force from these relations. And we may add that moral relations to any being or class of beings, always imply moral obligations or duties to these beings. We may reach, therefore, a primary classification of our duties without pausing to enumerate all of them beforehand. This earliest and

simplest classification is based upon the being or classes to whom our duties are owed. Thus we have :

I. Duties to God, or our religious duties.

II. Duties to our fellow beings, or our relative and social duties; and

III. Duties to ourselves, or our personal or self-duties. In these last the man by a sort of duality both owes and receives the duties; or we may regard all self-duties as owed primarily to God, the author of our being, and of the laws of life and health.

A simple inspection of our relations to these several classes of beings will enable us to reach a convenient subdivision of these great classes of duties. Thus our duties to God or our religious duties comprise :

1. *Reverence* for Him, as our Almighty Creator and King, often called the *fear* of *God*.

2. *Faith* in God as our infinitely wise, just and good Maker and Preserver.

3. *Love* of God as our all perfect Father and Benefactor and Friend.

4. *Service* of God as our rightful Ruler and the all-wise Governor of the Universe.

These great leading duties subdivide or combine into many others, which I will not stop to enumerate, as it is not counted that our religious duties come properly among the moral institution of the public schools.

The relative duties, or those we owe to our fellow-beings, may be subdivided into those we owe to mankind and those we owe to inferior beings, as the animals. Taking the latter first, *duties to animals* embrace :

1. In general, a regard to their happiness in the enjoyment of the faculties God has given them; a regard that forbids us to

“Needlessly set foot on worm.”

It does not, however, require us to tolerate the presence or even the existence of a noxious animal, large or small, if that existence impairs the safety or even the comfort of man. Through all the ranks of animal life the lower is meant to administer to the higher—the brute to man.

But the right to "slay and eat," involves no right to torture or deprive needlessly of liberty or life.

2. Special duties to the domestic animals which serve us. These animals have been endowed by their Maker and ours with capacities and powers seemingly designed to fit them for our use, and their service may be counted as almost necessary to man's existence on the earth, or at least to his civilization and comfort. These capacities fit them for new relations into which we voluntarily bring them, and which in turn bind us to corresponding duties. Their improvement, well being, and even their existence come to depend upon their owners and masters. Care, kindness, and the instruction necessary to fit them for their service are among the most obvious and common of our duties to them. Cruelty and neglect are by all counted as wrong, and the failure of kindness and instruction are no less wrong in the eyes of all who rightly appreciate the faithful labors of their dumb servitors.

But the most interesting and important of our relative duties are those which are due to mankind. They may be easily divided into two great classes:

I. GENERAL DUTIES, or those which we owe to man as man, without reference to age, condition, rank or character.

II. SPECIAL DUTIES, or those that are due to classes and from classes, as from children to parents, from the rich to the poor, from rulers to people, &c.

The *General Duties* may all be comprehended under the two great heads of *justice* and *benevolence*. Justice comprises all that man can claim as his rights. Benevolence embraces all that he may ask from our good will for his well being.

The duties of justice to man include:

1. *Respect* due to manhood itself by virtue of its inherent worth and dignity, till forfeited by bad conduct. It exacts of us such courteous recognition of the presence of every person as every true lady or gentleman never fails to pay.

2. *Liberty* to enjoy without interference or needless trouble the free exercise of all his powers and capacities

—the freedom of his house, his property, himself, in thought, word and deed.

3. *Light or enlightenment.* Man comes into the world without experience or knowledge, and necessarily depends upon his fellow man for instruction. The duty may rest primarily upon the parent, but in the greater family of all who live at once, the duty rests upon all who have light to give it to those who have it not. Happy the world when this great social duty shall be fully recognized, and its requirements obeyed by mankind.

4. *Succor* in case of peril of life or limb. Humanity forbids us to see a fellow man perish without an honest effort to save him. The world counts him as almost a murderer who leaves his fellow man to die when he might save him.

5. *Property.* The right of property is one of the first to be recognized, and a large proportion of human law and government is devoted to its preservation. It is the duty of every man to leave his neighbor undisturbed in the enjoyment of his property, and if necessary, even to help him preserve it.

The duties of benevolence include:

1. *Kindness*, to be exhibited in the tokens of good will shown in the better forms of courtesy.

2. *Society*, such as the character and social condition of the two parties may render desirable.

3. *Co-operation*, in the common affairs of society, and in such enterprises as depend for their effect on the union of several people. This right is natural, not simply acquired, and is sacred until forfeited.

4. *Sympathy*, both in joy and sorrow. "Weep with those that weep and rejoice with those who do rejoice." The power of sympathy is the richest and most effective agency for the mitigation of sorrow and the promotion of happiness on earth. It is the secret electric current which warms, thrills, vivifies the common nature of mankind; the silent but resistless cohesive force which draws into solid society the great company of souls that would otherwise fly asunder as the star dust of the thin and

cheerless nebulae. To shut man off utterly from all sympathy of his fellow men would be to imprison him in a living dungeon, and deny him all possibility of happiness.

5. *Love.* "*Thou shalt love thy neighbor as thyself*," said one whose loving example affords us the most splendid portraiture of duty. It would be easy to show by an appeal to the common heart of humanity that no duty reaches so deep or so high as this. The first and last hunger of the heart of man, till prevented utterly, is for the love of his kind. A hundred forms of social duty stand arrayed in rank under this one; or rather all other duties are but parts of this. "He that loves fulfills the whole law. In that beautiful poem, "*Abou Ben Adhem*," when the angel failed to find the hero's name among those who loved God:

———"Abou spoke more low,
But cheerily still; and said, "I pray thee then,
Write me as one that loves his fellow men."
The angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed—
And lo! Ben Adhem's name led all the rest."

The Bible itself gives license to the poet's view when it asks: "If a man loves not his brother whom he has seen, how shall he love God whom he has not seen?"

I pause here, remarking how broad this field of relative duties already shown. How many and varied and important the lessons it affords to the teacher who would teach morals. But the field that lies beyond is still broader; and I wait to explore that in another article before offering the suggestions I have to make upon the practical methods in moral education.

LATIN PRONUNCIATION—WHAT SHOULD IT BE?

[A paper read before the *Indiana State College Association*, by LEWIS L. ROGERS, A. M., Professor of Latin Literature, Indiana Asbury University, Greencastle, Indiana.]

Latin Pronunciation—What Should it Be? It should be the pronunciation employed by Cicero, Cæsar, Virgil and Horace. But as that can not be absolutely determined, the educated world should secure the nearest approximation, to be determined by the facts and evidence to which they have access. We do not propose to discuss the necessity and importance of *uniformity* in pronunciation, for the opinions we heard expressed at the session of the *Indiana College Association*, and later, at the meeting of the *American Philological Association*, show that upon this point there is no difference of opinion.

The question, then, is simply reduced to this: "What system shall we adopt?" To this question we shall modestly attempt an answer, asserting at the outset that in our earnest search after the *truth* we have availed ourselves of all the aids, both classical and otherwise, to which we could possibly find access.

Of the various systems of pronunciation which may be characterized as *national*, the so-called *English method* departs most widely from the Roman, and is directly at war with the structure and genius of the Latin language. The nations of the continent of Europe have "galvanized the corpse of this dead old speech into convulsions generally similar," yet the *combination of the German vowel sounds with the English diphthongal and consonant sounds* does not constitute THE continental, or, indeed, ANY continental, system. The term *continental* is a misnomer, for each nation of the continent, German, French, Italian and Spanish, has its own peculiarities of pronunciation, formed by the national taste and prejudices. If Cicero, (pronounced *Kee-kay-ro*,) the noble old Roman orator,

should appear in the forum to-day, he would be led to imagine that some *upstart* had entirely supplanted him in the affections of the civic crowd, for how could he know that *Tsheet-say-ro* meant himself? In France he would find that the great Tully's fame had been obscured by a later luminary, *See-say-ro*, and across the channel by still another rivaling glory, that of *Sis-e-ro*.

These inconsistencies, especially upon the part of the English, have arisen from "the disrespectful teaching that, as the Latin is a dead language, it does not signify whether or not its beautiful corpse be mentioned in tones of common decency," and with the less excuse, for, although the Latin ceased to be a living language over twelve hundred years ago, yet the writings of the grammarians contain such elaborate discussions in respect to the sounds of the letters, (noticing, indeed, *every variation* of the vowel sounds, describing the force of each letter, and the exact positions of the organ in their enunciation,) that the *Roman pronunciation* can be ascertained to a degree of certainty beyond what would seem, all things considered, possible. Considering the exhaustive treatment of the subject by the grammarians, "*their failure to notice so remarkable an irregularity as the use of ONE character to denote totally distinct sounds, is, in itself, conclusive proof that no such irregularity existed.*" In addition to this *direct* evidence, the *incidental* proofs found in other writings are almost innumerable and always in harmony with the grammarians and rhetoricians. We present the following as a scheme of the Roman vowels:

Ā has the sound of *a* in *āh* or *ārt*.

Ā has the sound of *a* in *āh* or *fār*.

Ē has the sound of *a* in *māte* or *eight*.

Ē has the sound of *a* in *lāne* or *vein*.

Ī has the sound of *ee* in *feet*.

Ī has the sound of *ee* *flee*.

Ō has the sound of *o* in *ōbey* or *nōte*.

Ō has the sound of *o* in *mōan* or *tōne*.

Ū has the sound of *oo* in *boot*, or *ū* in *pull*.

Ū has the sound of *oo* in *moon* or *ooze*.

The sound we have given to *a* is in full agreement with the statements of Quintilian, Priscian, Terentianus, Victorinus Afer and Capella, who speak of the vowel as being uttered, *rictu patulo, hiatu oris*, &c., &c. The sound of the vowel *e* is heard, according to Varro, in the cry of the sheep, and is wholly unlike the English *e*. Victorinus describes the vowel *i* as being made with the mouth nearly closed, and was considered by both Greeks and Romans as identical with the Greek *i*, (iota,) which, according to Pennington, "was sounded like the *e* in *mete*. The English word *seat* retains the force of the Latin *situs*, (*seet-us*), from which it is derived. When *long*, according to Pennington, the Latin *o* agrees with the Greek Ω , (omega,) and when *short*, with the Greek *o*, (omikron,) in forming which Dionysius, of Halicarnassus, says: "the mouth is rounded, and the lips disposed in a circle, and the breath strikes upon the extremity of the lips." The sound of *o* in *not* was unknown to the Greek, Latin, German, &c. Capella describes the vowel *u* as being formed with the lips not only rounded, but protruded, and has *invariably* the sound of *oo*, long or short, *never* that of the English *you*. The Greeks in transferring Latin proper names always substituted *ou* for the *u*, and the Romans employed *u* to represent *ou*.

DIPHTHONGS.

According to Priscian, a diphthong is a union of two vowels, *both of which are sounded*. The difference, for example, between *ai* as a diphthong and as a dissyllable is that in the former instance it is uttered with *one* and in the latter with *two* emissions of the voice.

ae or *ai* is sounded like the English adverb *ay*.

au has the sound of *ow* in *now*.

oe or *oi* has the sound of *oi* in *Stoic*, or *oe* in *co-eval*.

U, which most of our grammarians treat as a diphthong, is improperly so considered, for, placing the stress of voice upon the first vowel, we have *oo-ee*, a dissyllable; on the second, if that were possible, and we have *we*, no longer a diphthong, the sound of one of the vowels being lost.

CONSONANTS.

With respect to the consonants, the differences between the *true* Roman and the English systems are limited mainly to the characters *c*, *g*, *qu*, *j*, *s*, and *t*.

The letter *c*, corresponding in the original Roman alphabet to the Greek γ , (gamma,) was at a very early period in the history of the language hardened into the sound of *k*, and has taken the place of *k* in all the words of the language, with one or two exceptions. Zumpt, whose authority all will acknowledge, says: "The Romans, as far as we can ascertain, *always* pronounced *c* like *k*, and the Greeks, in their intercourse with the Romans, did not hear any other pronunciation."

In the interchange of words the Greeks used *z* (kappa) for the Roman *c*, and conversely, the Romans substituted *c* for *z* (kappa) when Latinizing Greek words. Suidas, in speaking the *c* worn on the shoes of the Roman senators, calls it $\tau\delta$ *Ρωμαϊκὸν χάρπα*.

The letter *g* was *invariably* guttural in its force, and without dwelling upon the proof, we will state as a rule that

c is always sounded like *k*, and
g is always hard, as *g* in *get*.

This leads us to pronounce Cicero, Kik-e-ro; Cæsar, Kai-sar; Scipio, Skip-i-o; then let us do so, even against the dictum of Brother Jonathan, John Bull, or Monsieur Nong-tong-paw. Let us learn things (and words are things) right, and if not just right, as nearly right as may be.

The combination *qu* in the classical period represented *invariably* a simple consonant sound, never created *posi-*

tion, was often interchanged with *c*, and had, according to the grammarians, the same sound with *c* and *k*. For example, *quum* and *cum*, *quotidie* and *cotidie*, *loquutus* and *locutus*, &c., &c. We, therefore, affirm that *c*, *k*, and *qu* were identical in power and exactly similar in sound. This we state upon the authority of Priscian, Book 1st, Chapter iv. See also Donatus, Victorinus, Quintilian, &c.

S is always a sharp sibilant, and never has the sound of *z*. The Latin numeral *tres*, being pronounced *trace*, *t* always preserved its pure sound; thus, *artium* is not to be pronounced *ar-shee-um*, but *ar-ti-um*; *ratio* not *ra-she-o*, but *ra-ti-o*.

J and *I* are essentially the same character, thus, *jam* or *iam*. To elaborate these would, however, in our opinion, reflect upon the attainments of those whom we expect to be most interested in this subject, and we forbear.

If the evidence we have presented were entirely wanting, and if the system of pronunciation we urge were a *theory*, still it is preferable to the so-called English method, the utter incompatibility of which with the proper quantity of Latin words ought to determine its rejection. Indeed, we venture to go so far as to assert that it is impossible, in many instances, to scan Latin verse by the English system. For example, "Sed quamquam in magnus opibus plumave paterna," by the English method of scanning gives us—

Sēd quām | qu' in māg | nīs ōpī | būs plūm | āvēpā | tēr-
na.

Also, "Multa quoque et bello passus dum conderet urbem," gives us—

Mūltā quō | qu' et bēl | lō pās | sūs dūm | cōdērēt
urbēm.

The pronunciation of the two verses gives us in the first verse "quin," in the second foot, which word does not occur, and which would destroy the sense of the clause; in

the next instance we have clearly "quet," in the second foot, which is simply nonsense. Now change the orthography, for the purpose of illustrating to the eye the proper sound, and we have—

Sed kamk' | in mag | nees opī | boos ploom | avē pa | terna,
Moolta kōk' | et hel | lō pas | soos doom | cōnderēt | cōr hēm,

something which we think the Roman poet *might* recognize as scratched by his stylus in his moments of inspiration. The false method simply gives us the proper number of feet; the syllables of the foot are used as long or short, according to the demands of the case, and rythm (?) is secured by a monotonous cadence, resulting in nothing more nor less than completely ignoring *quantity*, and basing the scansion of Latin verse, like that of English, upon *accent*.

This is a brief and necessarily imperfect presentation of the ROMANIC SYSTEM, as we may call it, which has already been adopted by some of the most famous universities of the continent, and by a few of the literary institutions of our own country. The serious evils attending the want of a uniform system, and the absurdities of the prevailing systems, clamor for correction, and we offer compromise ground; not that we would yield any principle of the system we advocate, but rather that, upon *investigation*, scholars will accept the ROMANIC as THE system of vital importance to the dignity, the value, and the progress of Latin Philology.

This system claims adoption because it is authorized by the Roman grammarians; because it is simple, regular and philosophical; because it is euphonious and beautiful; because the etymology of words is always accurately preserved; because it is the only system by which Latin verse can be correctly scanned; because *comparative philology*, now rising to the dignity of a science, is immensely facilitated. "To accomplish this, we believe it is only necessary, as Lipsius predicts, 'Audeat enim una

aliqua (gens) et omnes audient,' " for as we become familiar with the true system, we shall love and prize it.' We shall appreciate, as we have never done before, the real majesty of the Latin language, the true dignity and power of Roman eloquence, the genuine harmonies and smoothly flowing numbers of Roman verse.

CHEMISTRY OF THE HUMAN BODY.

If we could subject the body of an adult person, weighing one hundred and fifty-four pounds, to the process of chemical analysis, and then set down the results in the usual way, it would read about as follows:

| | Pounds. | Ounces. | Grains. |
|-----------------|-----------|---------|---------|
| Oxygen | 111..... | 0 | 0 |
| Hydrogen | 14 | 0..... | 0 |
| Carbon .. | 21..... | 0..... | 0 |
| Nitrogen | 3 | 8..... | 0 |
| Phosphorus..... | 1..... | 12..... | 190 |
| Calcium | 2..... | 0..... | 0 |
| Sulphur..... | 0..... | 2 | 219 |
| Fluorine..... | 0..... | 2..... | 0 |
| Chlorine..... | 0..... | 2..... | 47 |
| Sodium..... | 0..... | 2..... | 116 |
| Iron..... | 0..... | 0 | 100 |
| Potassium.. | 0..... | 0 | 290 |
| Magnesium..... | 0..... | 0..... | 12 |
| Silicon | 0..... | 0..... | 2 |
| | <hr/> 154 | <hr/> 0 | <hr/> 0 |

The oxygen and hydrogen, for the most part, are combined in the body in the form of water; of this compound there would be about one hundred and ten pounds. The carbon is mainly contained in the fat; the phosphorus and calcium exist in the bones; the other minerals, in the juices of the flesh and in the blood. Of course the statements as given are but a rude approximation to the truth, but they are, nevertheless, sufficiently exact to afford a tolerably correct idea of the nature of the substan-

ces, and the amounts which enter into the human organization.

From this presentation, it will be seen that the body holds sufficient water at all times—about fourteen gallons—to drown the individual, if it were contained in a suitable vessel. Under ordinary circumstances six pints of this water leave the system each day. If we drink largely, of course an increased quantity is eliminated through the excretory organs. This liquid finds its way into the system through the food and drink. Considerably more than half the bulk of all the bread, meat, and vegetables used as food, is water. There is no other substance but water which remains unchanged after entering the body. Under the terribly destructive influence of vital chemical action, all other agents and bodies are torn asunder, and from their elements are formed new compounds of most strange and complex natures; water flows through our life as it flows from mountain cataracts and meadow springs, unchanged and unchangeable, save in its physical aspects and condition. It is made capable of holding in solution all the nutrient and effete principles which enter or are rejected from the human organization, and it is the medium through which it is built up and torn down. Life and death are alike dependent upon its agency.

Of phosphorus, every adult person carries enough—one and three-fourths pounds—about with him in his body, to make at least four thousand of the ordinary two-cent packages of friction matches, but he does not have quite sulphur enough to complete that quantity of the little incendiary combustibles. This phosphorus exists in the bones and in the brain, and is one of the most important constituents in the body. Every school-boy is acquainted with those strange metals, sodium and potassium, for he has seen them flash into a brilliant flame when thrown upon water. The body contains two and one-fourth ounces of the former, and a half ounce of the latter metal; enough for all needed experimental purposes in the schools of a large city. The twelve grains of magnesium would be ample in quantity to form the “silver

rain" for a dozen rockets, or enough to create a light, which under favorable conditions could be seen for a distance of twenty miles.

Our analysis disproves the old vulgar notion, that the blood of ten men contains iron enough to form a plowshare. The one hundred grains of metallic iron found in the blood of a healthy adult would be sufficient to make a good-sized penknife blade, but no useful instrument of a larger size. There is one important element associated with iron in the blood, which does not appear in the "analysis," and that is manganese. This element has not been recognized until a comparatively recent date, and its importance has been strangely overlooked. At a future time, under the medical head, we shall call attention to its important therapeutical relationships.

Probably no fact in medical or chemical science is more widely understood than that there "is iron in the blood." As a fact it is no more remarkable than that this fluid holds potassium or sodium, or that the brain is permeated with phosphorus. The popular curiosity and interest regarding iron as it exists in the circulation, have been excited by the venders of quack remedies alleged to contain some combination of the element. While there is much that is very absurd in the statements popularly presented, it is impossible to overlook the importance to the well-being of the individual of the few grains of iron found in the blood. If the quantity is diminished from any cause, the whole economy suffers serious derangement. We have reasons to believe that when the normal quantity (about one hundred grains) is reduced ten per cent. the system is sensibly affected, and the health suffers. How sensitive to all the chemical reactions going on within and around, is this complex machine which we call the body!

But iron, among the mineral constituents of the body, does not stand alone in its important relationship. The metals exist combined with other bodies, or they are locked up in the form of salts, which are vital to the economy. There are five pounds of phosphate of lime, one of carbonate of lime, three ounces of fluoride of cal-

cium, three and a half ounces of common salt, all of which have important offices to fill. Not one of them must fall in quantity below the normal standard. If the lime fails, the bones give way; if salt is withheld, the blood suffers, and digestion is impaired; if phosphorus is sparingly furnished, the mind is weakened, and the tendency is toward idiocy.

Whence do we obtain these extraordinary metals and mineral substances which are diffused through the body? It is certain that among the dishes found upon our tables none contain phosphorus, lime, iron, or magnesium, in their isolated condition. In the food we daily consume these minerals are found, and they constitute a part of the materials of its structure. A pound of wheat, of which we make our bread, holds a quarter of an ounce of mineral substances; a pound of potatoes contains the eighth of an ounce; cabbages, lettuce, apples, pears, strawberries, etc., also contain considerable quantities. Beef and other meats contain about four pounds of minerals in each hundred, and in the juices there are certain remarkable agents which are crystallizable, which have an alkaline reaction, and which unite with acids to form salts. These are creatine, creatinine, osmazome, etc. We hardly know where to class these agents, but they are undoubtedly of the highest importance in nourishing our bodies.

In case of deficiency of mineral compounds in the economy, it is possible to supply a part of them by the use of the substances themselves, but there are others which can enter only through the food.

Common salt—chloride of sodium—furnishes directly and readily the sodium salts and compounds. Iron can be supplied to the blood by administering it in various forms and combinations, or by giving the pure metal in powder.

Perhaps lime in some of its soluble forms is assimilable, and the same may also be said of phosphorus, as held in the weaker chemical combinations, as is hypophosphorus acid, and in the alkaline hypophosphite salts. If invalids who need the lime and phosphorus compounds

would use whole wheat bread, they would secure the mineral food in a perfectly natural way. In the outer covering of the wheat berry, for some good reason, those elements are mainly stored up, and if we sift out and throw away the bran, we deprive ourselves of the most essential portion of the grain.

In the extract of beef, or in the isolated juice of beef, are found enormous quantities of minerals in a perfectly assimilable condition. In one hundred pounds of good dry extract of beef, made by evaporating the juices, there are contained twenty-one pounds of the most important agents needed in the animal economy. We would suggest to physicians and invalids the use of this beef extract in all cases where the system is suffering from deficient nutrition, or where there is any weakening of the vital powers through an insufficient supply of the mineral or nutritive agents essential to perfect health.—*Boston Journal of Chemistry*.

NOTES OF EUROPEAN TRAVEL.—VI.

BY MRS. J. G. KINLEY.

Upon arriving at the station our first care was to secure a hotel. We then sallied out to see the castle. On our way we passed an old ruin, once the palace of the Earl of Mar, which still bears some of his armorial ensigns, that carry us back in thought to those feudal times when war was a pastime. The castle stands on an elevation 220 feet above the town, and commands an extensive view, which includes the Pentland, Ochil, and Campsie hills, and the battlefields of Bannockburn and Falkirk. The Palace of James V and his Queen, Mary of Guise, is in the castle, and a garrulous old woman stood ready to show us the room where the King assassinated Douglas, and threw his body out of a window, beneath which, she averred, his bones were found not many years since by some workmen. Walking upon the battlements a stone

seat near a loop hole was pointed out as the place where Mary used to sit and watch the tournaments and feats of chivalry performed by noble lords and belted knights in the yard below. The initials M. S. cut in the stone are revered by many a Scotsman. In the chapel she was crowned Queen of Scots, and her son James VI was baptized there. A dark, dank dungeon is shown where,

“——Motionless and moanless drew,

His parting breath, stout Roderick Dhu !”—

while old Allan chanted in his dying ear, the picture of the battle that laid forever in the dust the proud clan of Alpine's prime. Near the castle is Heading Hill, where many a victim of royal displeasure expiated his offences by a bloody death. Every spot about Stirling is rich in historic events. Within the range of vision from Castle Hill the Romans encamped and Wallace defeated and humbled Edward I. Here also Bruce routed Edward II, and established the freedom of Scotland, by the ever memorable battle of Bannockburn. Antique and venerable, the castle overlooks a country hallowed with memories of Scottish history, whose actors have long since passed away. All the morning we roamed among the varied remains of another time and age, leaving in the afternoon for Edinburgh.

This city, so full of poetic and romantic interest, is situated on the Frith of Forth, two miles from the sea, and contains about 150,000 inhabitants. Its ancient name is said by some historians to have been Edwinesburgh, from Edwin, King of Northumbria, who reigned in 617 over the southern portion of Scotland, while others assert that it derived its name from the Gaelic Dun-Edin (face of the hill). It stands upon three ridges, the middle ridge being the far-famed Canongate. Our first feat was to climb Calton Hill, from which we obtained a magnificent view of the city and suburbs. Many monuments adorn its summit, and the observatory here finds a fitting place. The National Monument, built after the design of the Parthenon at Athens, is still unfinished. Sitting down upon a seat, we gazed upon the Pent-

land Hills, Lammermoor, Holy Rood, Arthur's Seat and Salisbury Crags, until the sun set in gorgeous loveliness behind the hills of Rob Roy and Roderick Dhu. Returning in the mellow sunset glow we paused at the splendid Gothic monument, erected in honor of Sir Walter Scott. Among the statues adorning the niches we recognized the "Last Minstrel," who was just tuning his harp for his last lay, and Meg Merrilies, breaking the sapling over the head of Lucy Bertram. There stood also the "Lady of the Lake," as Scott so gloriously pictured her. A fine statue of Sir Walter with his dog Bevis by his side, filled us with dear memories of his inimitable tales and legends. Who shall immortalize our country as Scott has his?

Twilight shadows settled darkly about us ere we left the spot, and we could hardly be reconciled to the night's rest which must intervene before we could see Holy Rood. Early the next morning we were astir, but learned that we could not see the Palace until noon, so we smothered our disappointment, and consumed our time on other objects. We drove through the streets to see the tall houses, some of them being ten stories high, and passed the church where "Bonnie Annie Laurie" was married, halting to see the old house where John Knox used to live. It was a quaint looking old structure, covered with texts of scripture and images of saints, angels and cherubs. His bones repose in the street, and the spot is marked by a cross. They were interred in the cemetery, but cutting a street through, it so happened, it ran over his grave. I fancy his spirit scolded some at such a rude act, that is supposing his spirit to have retained any of its old inclinations. Riding on, we paused at the heart of Mid Lothian, a heart of stone, making part of the street pavement. Winding our way up the hill, the Castle allured our footsteps and we entered its massive gates. It stands on a basaltic rock containing an area of seven acres, and is three hundred and eighty-three feet above the sea level. It has been the royal residence of many kings, suffering sieges and capture, and has a world of history con-

nected with it, that makes it interesting to travelers. Here were the rooms where Mary of Guise died, and her daughter Mary, Queen of Scots, gave birth to Henry VI. Here was the window where the eight days old baby, Henry, was let down in a basket, when he was stolen from his mother's arms. A beautiful portrait of Mary, taken when she was eighteen, hangs in the room, and beside it the smirking face of her husband Darnley. The portrait of the plotting Bothwell also holds a place in that cabinet of faces, and the pinched, puckered, thin-lipped face of Queen Elizabeth, with her long, slender, pipe-stem waist, made rather an unfortunate appearance beside the magnificent and singularly sweet beauty of her victim and sister Queen. While gazing upon the tender, girlish face of Mary we found it difficult to believe the many atrocious things said of her, and we left the room feeling that she had been more "sinned against than sinning." It was hard to keep from calling Elizabeth a coquetting, jealous old maid while scanning her picture, so frightfully disfigured by ornaments and the *fixed up* style of dress. Irresistibly we gave our hearts to the unfortunate Mary; and buying a little picture of her, we followed our guide up stairs to see the Regalia of Scotland, which comprises the crown, sceptre, and other valuables. They were for a long time hidden, and were discovered in an old chest in the room they now occupy. The crown is of red velvet, studded with diamonds, and is a very heavy, unartistic affair. We duly inspected the sword, sceptre, and other antique relics, and gave our last look at the superb imitation of the far famed Koh-i-noor, then, followed by the police, we rushed down stairs. These worthies no doubt felt quite relieved when we were safely out of the crown room, and none of the treasures were missing. Little temptation that faded old crown presented, if the thief were obliged to wear it; and I can not imagine what earthly use the other trinkets could be put to by plain matter-of-fact Yankees. Followed by one of her Majesty's bare-legged Highlanders, we went out on the battlements to salute Mons Meg, as it could not perform

that service for us, having bursted itself in its last efforts to salute James II, in 1682. Our late war produced larger cannon than this old relic of antiquity, but its historic associations render it famous.

Leaving the Castle we rode along the Canongate and alighted to be shown the exact spot where Darnley was blown up. I whispered to the guide that he deserved a blowing up, to which he assented, and so the matter was settled that he only got his just deserts. After walking through the Parliament House, we peeped into the dissecting room of the Medical College (I hope we shall obtain forgiveness for that last offense) and then went into John Knox's old church. Mounting the pulpit, I tried to imagine how the sturdy old ranter felt. While engaged in these pious meditations I heard a lady whose voice was unmistakably American, asking who this "John Knox was." She thought she had heard of him somewhere, but was not quite sure. Something like a smile was heard, felt or seen in that pulpit, and my reflections ended with a desire to throw his old cushions at her head by way of enlightenment. Perhaps his spirit influenced me in that last matter!

Our next move took us to Abbey and Palace of Holy Rood. The Abbey was founded by David I, in 1128, and is a roofless ruin. Within its sacred precincts repose many of Scotland's illustrious dead, among whom are James V and his Queen. But the saddest, sorrowfullest sight of all, is that part of Holy Rood Palace used by Queen Mary during her troublesome and stormy reign. There were her rooms just as she left them, and her bed with its decaying velvet covering stands as it did the last time she slept in that ill-fated chamber, more than three hundred years ago. The chairs, faded and worn by time, are grouped about the bed, and upon a little table stands her work-box and unfinished work which she left so long ago. The tapestried walls, the work of her beautiful fingers, assisted by her four Marys, are no longer beautiful. The long ages have dimmed the brilliant colors, but the twilight of her memory is woven in every stitch. A large red stain upon the floor is said to

be the blood of the murdered Rizzio, slain while clinging to her garments for protection, by the instigation of Darnley. Darnley's room remains the same as of old, and the same pictures adorn the walls. The stone stairs leading to Mary's chambers, are worn into hollows by the feet of visitors, and the solid oak floors have been repaired many times, since the immortal occupants made these rooms so famous. One wing of the Palace has been somewhat modernized, and is in good repair. It is occupied by Queen Victoria when she visits Edinburgh.

On Sunday we took an extended drive, and rode round Arthur's Seat on the magnificent Victoria road, passing St. Anthony's Well, from which we refreshed ourselves with pure cold water. From Salisbury Crags we had a glorious view of the country and adjacent hills. On our return we passed Jeannie Dean's Cottage and rode over Dumbdie-dikes road. Towards evening we left Edinburgh, the city of so many strange and thrilling wonders in a feudal age, whose history is coeval with the Norman Conquest, and whose churches have resounded with denunciations of popery hurled by John Knox and his brother reformers.

Our ride to York was through rich fields of waving grain, which skirt the German Ocean, and occasional views of its heaving bosom made our journey one of delight. We staid all night at York and in the morning rode through a drizzling rain to see the Minster and other famous buildings. The climate in this region is nearly always out of humor, and ready to weep at short notice. It seldom pours down a torrent, but has a mean way of drizzling, that is hard on tempers as well as dresses, so at noon we shook the mud from our feet and departed for Leamington, a fashionable watering place (we had found all places more or less watery), preferring, if we had to take a water-cure treatment, to have it fashionably administered. We employed our few remaining hours of sunlight, (for he had by this time got the better of the rain, and was shining as brilliantly as ever,) in walking through the Public

Garden and other delightful places of resort for fashionable invalids. The river Leam, a beautiful stream, goes meandering through the town, and we lingered along its banks until twilight deepened into shadow, then went to our hotel to dream of Kenilworth. In the morning we took a carriage for the memorable old Castle, one of the things my soul had long desired to see. Here stood the ruins ivy-crowned and grand in decay. Here the walls of the Great Banqueting Hall where Leicester feasted his royal mistress, all festooned in regal splendor with its ever clinging vines, and here the gardens where Amy Robsart discovered herself to the Queen. The rooms of Elizabeth were in ruins as well as poor Amy's tower, where she indited her love letter to her husband, the proud, aspiring Earl of Leicester. The stone steps leading to this tower are worn into holes, showing how well Sir Walter Scott has immortalized this venerable pile. As I mounted its summit I half expected to see the unsuspecting and ill-used Amy sealing her letter with true lover's knot.

In the dungeons below, the grates and bars bear witness of the barbarity of the times, through which the Castle has passed. Over all the ivy has spread its clinging, wavy foliage, thus glorifying this magnificent though roofless structure, so memorable in history, so romantic in fiction.

UTOPIA.

SIR THOMAS MORE, the celebrated Chancellor of England in the time of Henry VIII., wrote a political romance under the title of *Utopia*, which gained him much renown among scholars. Of course, from the title, we are led to conclude that much of the staple of his production was derived from his imagination. We have no knowledge of this work, but were we to indulge our fancy, and attempt to portray the character and condition of a nation as it ought to be, and would be, if just notions of education could be made universal, a scene of loveliness

would indeed pass before our mental vision. Indeed, it is to be feared that many of the eulogiums which we hear or read, concerning national education, deal largely in imagination. The term itself, "National Education," is adapted to excite the fancy, and raise an ideal form of beauty in the mind of every one, who enters into the true conception of what education really is, and what would be the grand results if it were made in its true nature, national. When our minds are kindled with these growing conceptions, and we begin to be lost in the magnificence of the view, our emotions are greatly repressed as we look around us, by the striking contrast which everywhere appears. We feel like the Hibernian in England, some years ago, who in descanting on Education, quoted the famous declaration of Lord Brougham—"the school-master is abroad in the land"—but added in his peculiar style, "that it had been his misfortune not to fall in with him." We are not insensible to the many excellencies that here and there may be discerned in our forms of instruction, but we must visit Utopia to see a complete system of National Education consistently carried out.

Everything depends upon the stand-point that we take in observing the varied scenery of nature. When you fix your position upon some commanding eminence and take an extended survey of some beautiful landscape, you may drink in with delight the scene before you, but you can not describe accurately a single natural object. Your position is too exalted, your emotions too refined for that. Earth and sky, hill and dale, fruit and flower, the running brook, the winding stream, the majestic river, the lofty mountain, the cattle ranging upon a thousand hills, may all appeal to our æsthetic nature, and fill us with pure enjoyment. But our æsthetic nature is only a part of us, and its highest cultivation leaves us unfit for our common every-day life-work. We must come down from our high position, repress our enthusiasm, take a minute view of the objects around us, and see what we may see in every department of nature, and thus become prepared to act intelligently our part in the great work of human life.

Still, such a survey must and will have an inspiring influence upon us to quicken into active energy all the springs and powers of our nature. It has been said of the celebrated Niebuhr, that after many years he could shut himself up in his study, and by the power of his imagination reproduce every scene through which he had passed in his long life, and depict it as vividly as on the day he beheld it. What a wonderful power! It is almost beyond belief. Yet the being, man, in the lowest view that we can take of him, is wonderful. We have not yet attained to the full conception of his exalted character. We must visit Utopia, study its internal economy, and see how the spirit of the people gives life and animation to all forms of national life. We have lately returned from such a visit and survey; yet all we dare attempt is to give a few cursory notes of travel through this delightful region.

Utopia is a republic in its form of government, but it is not so much this as the spirit of the people that constitutes the glory of the land. Its fundamental principles of education and government are similar to those found in the model republic of the United States of America; but unlike that inconsistent people, the Utopians enthrone their fundamental law in the bosoms of the people, and carry it out in every possible form of judicious application. They claim no originality for their organic law; but they insist upon it that they are the only people under the sun who consistently carry it out in all the forms of their social and national life. Their position is, Mind is supreme and must be kept supreme. The world exists for mind. Society is organized for mind. Governments are formed and sustained for mind. All material agencies, all secular enterprises, all human pursuits are subordinate to mind. "Mind, mind alone, bear witness earth and heaven, the living fountain in itself contains of beauteous and sublime; here hand in hand sit paramount the graces." The Utopians maintain that in Great Britain, whose people regard themselves as the special "guardians of civilization," and even in the United States of America, whose national characteristics are

in many respects worthy of admiration, this exalted sentiment is considered as mere poetry, and like poetry itself, a beautiful fiction. They themselves believe that poetry is truth, as well as beauty, and they have found it a glorious reality in the nature and workings of their institutions.

In Utopia there are three divine institutes of education for the people, containing the gems of priceless and untold blessings to man—the family, the church, the state. They believe that all are divinely ordained, in their separate spheres of beneficent action, have the sanction of divine authority, and in their appropriate workings are crowned with the divine blessing. There are no collisions between these three beneficent forces. Each understands its functions. All harmoniously combine to elevate man's nature, remove the evils of society, and the causes of national disruption and decay. The family aids the church, the church aids the state, and the state reciprocates and extends its protection to both. Although there is no organic connection between church and state, yet such is the unity of the nation, and such its practical thoroughness, that as the families are, so the church is, and as the church and families are, so the state is. The elevation of the physical over the mental and moral, so common in modern times, in most countries, is not to be found in Utopia. Here mind, morals, manners, intellectual and moral culture, are not only theoretically but really the basis of all their institutions, usages and laws. Individual character, the family relation and society in its social phases, and public institutions, all take such a form as illustrates the true philosophy of man—an embodied spirit—limited indeed in its nature, yet capable of indefinite and vast enlargement and exaltation. The true philosophy of man in his complex nature and varied relations, with his appetites and passions, reflection, memory, sensibilities, affections, and his wondrous powers of reason and conscience, is the standard of its whole people, and diffuses vitality and vigor in all forms of private and public life. Man, according to the exalted

creed of the Utopians, is a cogitative, rational, emotional, active, immortal being—sustaining varied and high relations, and called to the exercise of eminent virtues. From this exalted character and these high relations, they deduce as a fundamental principle, that mind and morals, intellectual and moral pursuits, are to be elevated and kept above all material interests and things. They claim that their country is the only region where the exalted science of Anthropology is understood, appreciated, and practically adopted as the essential elements of national weal and perpetuity. It is to this they trace their eminent superiority.

The government authorities in Utopia are enlightened and liberal. One thirty-sixth part of all the public land is appropriated by their Congress to educational purposes. The public lands are divided into townships of six square miles. Every township is divided into thirty-six sections, each a mile square. One section in each township is reserved and given in perpetuity for the benefit of common schools in that township. The total appropriations of public lands by Congress for educational purposes, is in round numbers about fifty-three million of acres. Estimating the value of these lands at the exceedingly low price of ten dollars per acre, it makes the amount of national appropriation about five hundred and thirty million of dollars. This is not peculiar to Utopia, for a similar provision has been made in the legislation of the model Republic of the United States of America. But what is peculiar to Utopia, is that this liberal national appropriation is met by an equally liberal spirit among the people. State colleges, institutes, and normal schools, church schools and private schools, everywhere are found in excellent working order. State Superintendents of Instruction, aided by competent assistants in every county as ministers of flaming fire, traverse the length and breadth of the land—giving the people facts and figures, principles and motives, to enlighten the public mind and direct the public energies in education. It is no uncommon thing to see the presidents of their col-

leges and State Universities, and their professors of all kinds, leave their professorial chairs, and give popular lectures to the people in all the villages and towns through the land.

MELANCTHON.

THE POWER OF WORDS.

THE knowledge of words is not an elegant accomplishment only, not a luxury, but a necessity, of the cultivated man. It is necessary not only to him who would express himself, but to him who would *think* with precision and effect. There is, indeed, no higher proof of thorough and accurate culture, than the fact that a writer, instead of employing words loosely and at hazard, chooses only those which are the exact vesture of his thought. As he only can be called a well-dressed man whose clothes just fit him, being neither small and shrunken nor loose and baggy, so it is the first characteristic of a good style that the words fit close to the ideas. They will be neither too big here, hanging like a giant's robe on the limbs of a dwarf, nor too small there, like a boy's garments into which a man has painfully squeezed himself; but will be the exact correspondents and perfect exponents of his thought. Between most synonymous words a careful writer will have a choice; for, strictly speaking, there are no synonyms in a language, the most closely resembling and apparently equivalent terms having some nice shade of distinction—a fine illustration of which is found in Ben. Jonson's line, "Men may *securely* sin, but *safely* never;" and again, in the reply with which Sidney Smith used to meet the cant about popular education in England: "Pooh, pooh! it is the worst *educated* country in the world, I grant you; but it is the best *instructed*." William Pitt was a remarkable example of this precision of style. Fox said of him, "Though I am myself never at a loss for a word, Pitt has not only *a* word, but *the* word—the very word—to express his meaning." It is related of

Robert Hall that when he was correcting the proofs of his sermon on "Modern Infidelity," on coming to the famous passage, "Eternal God, on what are thy enemies intent? What are those enterprises of guilt and horror that, for the safety of their performers, require to be enveloped in a darkness which the eye of heaven must not penetrate?" he exclaimed to his friend, Dr. Gregory, "*Penetrate!* did I say *penetrate*, sir, when I preached it?" "Yes." "Do you think, sir, I may venture to alter it? for no man who considers the force of the English language would use a word of three syllables there but from absolute necessity. For *penetrate* put *pierce*: *pierce* is the word, sir, and the only word, to be used there."

Few persons know how hard easy writing is. Who that reads the light, sparkling verse of Tom Moore, dreams of the mental pangs, the long and anxious thought which a single word often cost him. Irving tells us that he was once riding with the Irish poet in the streets of Paris, when the hackney-coach went suddenly into a deep rut, out of which it came with such a jolt as to send their pates bump against the roof. "By Jove, *I've got it!*" cried Moore, clapping his hands with great glee. "Got what?" said Irving. "Why" said the poet, "that *word* I've been hunting for for six weeks, to complete my last song. That rascally driver has jolted it out of me."—*Western Monthly*.

INDIANA STATE INSTITUTE ASSOCIATION.

At the suggestion of President Jones, the teachers attending the Normal School met on Thursday evening to take into consideration the propriety of organizing a State Teachers' Institute. President Jones was called to the chair and briefly stated the objects and importance of such an association. After an elaborate discussion of the subject, a committee of five—O. H. Smith, G. P. Brown, D. E. Hunter, E. H. Staley and W. H. Pal-

mer—were appointed, to present a plan of organization. On Friday evening the committee made the following report, which was adopted:

We, the Teachers of Indiana, do agree that the following shall be the objects and plan of this Association.

OBJECTS.

1st. To secure annually, during the summer vacation, a State Teachers' Institute, to be held in the Normal School Building at Terre Haute.

2d. To extend the influence of the Indiana State Normal School.

PLAN.

1st. The officers of this Association shall be a President, Vice Presidents, a Secretary, two Assistant Secretaries, a Treasurer, and an Executive Committee of seven

The County Examiners shall be Vice Presidents of the Association.

2d. The Executive Committee shall make such arrangements as may be necessary for the purpose of carrying out the objects of the Association, by co-operating with the Normal School Board of Trustees.

The following persons were chosen officers for the ensuing year: President, Hon. B. C. Hobbs. Secretaries, W. W. Byers and Abbie S. Flagg, of Terre Haute, and Sarah Donahue, of Greencastle. Treasurer, O. H. Smith. Executive Committee, President W. H. Jones, Prof. G. W. Hoss, of Bloomington; A. M. Gow, of Evansville; D. E. Hunter, of Peru; A. C. Shortridge, of Indianapolis; Miss Ruth Morris, of Richmond, and Miss N. Cropsey, of Indianapolis. The Executive Committee was instructed to choose its own chairman.

H. GREENAWALT, *Secretary*.

OFFICIAL DEPARTMENT.

A two months accumulation of educational intelligence crowded me out of the last number. On my return from the National Educational Association with my budget I found myself like a traveler at a full hotel. I gave the public what I had gleaned from Southern Indiana through the daily prints, fearing it would be too stale for the present issue.

NATIONAL ASSOCIATION, CLEVELAND.

This occasion was one of more than ordinary interest. It has hitherto consisted of three associations, the Normal School Association, the Superintendent's Association and the Teacher's Association.

It was reorganized on a basis that will enlarge its usefulness in a way that will embrace the entire educational interests of the nation. Its different divisions will consist of a Normal School Association, a Superintendent's Association (State, city and county), an Association for Higher Education (College and University), one for Primary Education, one for Technical Education, and a union of all into one as the National Educational Associations. These separate associations can have morning sessions for their separate work and afternoon and evening addresses and discussions on subjects of common interest.

This occasion proved more interesting and profitable than some that have preceded it, because the Executive Committee restricted the essayists to half hour reports and thus gave time for discussions.

Object teaching was reported upon *thrice* and fully discussed. Enthusiasts on this system will probably find that there is a limit to its claims. It will, no doubt, confer advantages upon the profession in securing more originality, thoroughness and breadth of thought, but it will, I think, have to be more economical of *time* and reach results by more direct methods.

The addresses and reports were all good. All that heard them must have felt profited. Many of them were eminently appropriate and instructive. General John Eaton, Commissioner of Education, made a very instructive address on "The Relations of the National Government to Public Education." It was printed for general distribution. The topics discussed in it are of general interest to the nation and need to be better understood by the legislator and the people. Reports of the entire proceedings will be published. The next meeting of the Association will probably be at St. Louis, Missouri.

OFFICIAL VISITS.

On the 22d of August I called by Peru on my way to Grant county, and addressed the citizens of that place in the evening. I had failed by that much to complete my visit there last autumn, having made my appointment on Thanksgiving day, turkey dinners were an insurmountable difficulty in the way of an address. I reached

MARION, GRANT COUNTY,

On the 23d, where I had an interesting talk with the Trustees, who were generally present. In this county as well as in Miami, Indian schools are found as well as white and colored. The Indians are said readily to learn Spelling, Reading, Writing and Geography, but English Grammar and Arithmetic are very difficult for them. They are nearly all civilized and use the citizens dress, and converse in English. They are generally citizens and voters. Some of them have not yet been able to change their tribal condition for citizenship, but have it in prospect soon. Schools are doing well in most of the townships. I had a respectable attendance at my evening lecture and left very favorably impressed with the educational work of Grant. Examiner Harvey is preparing for an Institute and, from the educational spirit of the people, I shall expect to hear that it proves a success.

BLACKFORD COUNTY

is new and undeveloped. It has but five townships and one corporate town. I met six of their eight Trustees and found them much interested in their work. They report their schools in good condition. The county is decidedly "on an upward tendency." My lecture in the evening was listened to with interest. The new Junction Railroad, making an intersection here with the Columbus and Chicago Road, will have a good influence on the town and county. The citizens of Hartford are preparing to build a new corporation school house, and in a few months we may expect her schools to be in a much more favorable condition than at present.

RANDOLPH COUNTY.

I met five of the fourteen Trustees of Randolph. They give good reports of their schools. All the townships but two levy tuition tax. Winchester has built an excellent school edifice. It is neatly finished and furnished. They have taken Superintendent Cooper from Dublin Schools, who has, no doubt, entered upon successful service in his new field of labor. He has shown himself a success by a work of many years. Randolph has many good schools. She has an intelligent, enterprising people. Union City and Winchester are incorporated. The latter is in an unfinished condition. The township Trustee has been conducting her educational affairs. I found the Examiner, J. G. Brice, interested in school visiting. This county has hitherto failed to hold annual Institutes, but has one now in prospect.

KOSCIUSKO COUNTY.

We now come to a land of lakes and ponds, and of rich prairies, variegated with good forests. Tamaracks are found in wet land. The new ditching law is doing a good work for them. You may know that they have a wide-a-wake people for every Trustee but *one*, in a county of sixteen townships was on hand to talk over their educational work. Nearly every township levies a tuition tax, and in the whole country schools are kept up from six to seven months in a year. Walter Scott is School Examiner, not however the author of the *Lady of the Lake*. Warsaw, the county seat, is a flourishing place of about 2500 inhabitants, and having a valuation of \$1,200,000 of taxables. Princeton is also a corporation having a population of about 1200. My audience was not large at the evening lecture. It was the interesting month for ague.

WHITLEY COUNTY.

Whitley and Kosciusko are as near alike as twins. All the Trustees out but one and he was sick. They run their schools generally from six to seven months without levying a tuition tax in usual form. "*The teacher boards round*" and diminishes his wages. This is levying a tax without putting it on the auditor's duplicates. Some of their people are beginning to demur, and I shall not be surprised to hear that this time-honored custom has passed away from Whitley. There is one good feature in this system that sweetens its memory. The great pleasure it affords people to have the teacher with them at their homes. He is such a fine social fellow, they like his influence and example.

ALLEN COUNTY.

This is the county of 18,491 children. It is second in the State in its reports. It receives from the State annually above what it returns to it, about \$12,000 for tuition. It has twenty townships and two corporate towns, Ft. Wayne and New Haven. Not one Township Trustee was present to meet me on my official visit. Three of them were said to be in town, but two reported "*hors de combat*." I had one Trustee from New Haven. I visited this county last autumn, but the Examiner being away, and an invalid, notice of my visit was not timely given, and I deferred my visit to the 1st of September. I failed on both occasions to see the Auditor. My visit was rendered the more inauspicious since I could not remain during the evening to fill an appointment for a lecture without failing to make my visit to Wells county. I was, however, relieved from this embarrassment by the probability of a very thin house, and I left for

BLUFFTON.

I met here on the 2d eight of their twelve Trustees. They run their schools from four to six months. Their school system is but imperfectly developed. Their Examiner, J. S. McCleery, though *blind* is a practical teacher, and can pilot you about town about as well as one that can see.

Bluffton has just finished a superior school building. Her citizens are inspired with very liberal ideas and will move forward as rapidly as their means will sustain them. A new railroad through this place is of great advantage in profitably disposing of their heavy timber. Board and stave mills are busy, and industry and enterprise are seen everywhere around you. The Wabash is at the northern margin of the place, and out of its bed are quarried abundant supplies of limestone. The strata dip to the northeast instead of southwest, showing that we have passed the anti-clinal axes of our stratification.

Thinking it might be proper for me to spend some time in the northern prison, I hastened northwest to Michigan City. You find in this journey the place where cranes and wild geese spend their summer months. They must have a delightful time, for the wet Kankakee prairies are covered with richest flowers. Red, yellow, blue, all colors blend in fascinating variety. We were on a fast train and much of the time went at the rate of fifty miles an hour. The prairies would whirl into a magnificent bouquet and vanish.

The Northern Prison has about three hundred and fifty prisoners. It is reported as paying expenses. The contractors are young men from Columbus, Ohio, who take a commendable interest in the Sabbath missionary work among the prisoners. I found Dr. Wood, the Chaplain, busy preparing for the Sabbath. He has school in the prison court, in which he gives instruction in Spelling, Reading, Writing, Arithmetic and Geography during their leisure hours. He has purchased a valuable Library with the appropriation made last session of the Legislature. The books are well used and have been of much service to the inmates. About one hundred attend the Sabbath-school as volunteers. There is no religious organization amongst them for mutual support. Many of them show good evidence of religious interest. They all attend the Sabbath devotions when able, as a prison duty. Their work is mainly in wood—cooperage, chairmaking, saddle trees, buggy beds, hubs and spokes. The last receive their finish in Chicago. The order of the prison is good and the Warden gives evidence that he is managing the business department with ability.

I had a very interesting union audience on Sabbath evening at the Methodist Chapel to hear in Bible lecture, which was well listened to for an hour and a quarter. I left next morning before day for Valparaiso in

PORTER COUNTY.

Not making anticipated connection with the trains at Wanata I found it expedient to make the nine miles to Valparaiso on foot. I was fortunate in finding relief on a wagon of oats for the last four miles. I found myself in a neat enterprising village, surrounded by a beautiful prairie. This county has thirteen townships. Eight of their Trustees were present. They have generally learned the value of a tuition tax and make a liberal assessment. Their schools are run from six to nine months throughout the county. T. Keene, the Examiner, is a gentleman of much energy in his work. A German demonstration, on hearing the news of Napoleon's surrender, rendered my audience so doubtful that I made no attempt at a lec-

ture, but returned to Wanata, in order to reach an early morning train for La Crosse. I regretted that I was unable to visit the Collegiate Institute under the management of the Methodist Church at this place.

LAKE COUNTY.

Lake and Porter are as near alike as Kosciuska and Whitley. Crown Point has a beautiful prairie surrounding. Few towns in the State make a more agreeable impression than Valparaiso and Crown Point. Their Trustees were generally out in attendance. They make good reports of their schools, assess the tuition tax up to the limit of the law and run their schools from six to seven months. J. H. Ball, the Examiner, has been too much curtailed in time by the commissioners. School inspection should be his main work, and they have allowed him but *nine days* for it. The Trustees united in a petition for an allowance of sixty days to visit their ninety schools.

I had a good and attentive audience at my evening lecture, and ate breakfast at home.

B. C. HOBBS,

Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

AS LARGE lists of new subscribers have come in during the institute season, we would remind any who do not receive their copies by the tenth of any month, to notify the publishers at Indianapolis, and missing copies will be sent. It is our earnest desire that each subscriber shall receive every number due.

In this connection we tender our thanks to the friends who have so actively interested themselves in behalf of the JOURNAL AND TEACHER. Specimen copies will be sent, when requested, to any wishing to get subscribers.

A CAUTION.—We feel it our duty, though somewhat unpleasant, to caution School Trustees concerning prices of articles sold by agents. In most cases these articles are sold too high, and in some cases enormously high. First the manufacturer resolves on a heavy profit, second he must allow his agents a heavy per cent. for their services, traveling expenses, etc. Sometimes this runs to twenty-five, thirty-five, and even forty per cent. of selling price. We speak of what we know. Now it is obvious that this heavy per cent. must come out of the pockets of the people. In the expenditure of two hundred or three hundred dollars, this excess is quite an item, a little too much to take from the tax-payers of a township to hand over to some manufacturer or agent.

Our word of caution is, (1) learn prices from some other source before you purchase; (2) consider whether you can not order from the manufacturer, or from some dealer, at much lower rates.

Second, we are of opinion that Trustees should be very careful how they run their townships in debt for articles of doubtful utility. As a rule, debt is objectionable anywhere, but in this connection it is specially objectionable. Your successor comes into office two or three years after your inlay, and finds a lot of worthless cards, or neglected maps, and a debt of one hundred and fifty or two hundred dollars. If this is agreeable, we are at a loss to understand how or why. At this point we say, be careful about issuing "Township Orders," and thus creating a debt.

Third, a Trustee should have some reasonable conviction, (1) that he needs an article before he purchases, (2) that his teachers can use it. The statement of a wholly *disinterested* (!) agent may not be quite sufficient evidence of this need.

We are aware that these suggestions can be tortured into an opposition to supply of apparatus. We mean no such thing; but do mean, that the Trustee should be clear (1) *that his schools need it*; (2) *that it is good*; (3) *that it is furnished at a reasonable price*; (4) *that his teachers can use it*.

Trustees, please give this matter attention.

MINISTERS AND TOBACCO.—We mean no disparagement when we bring the clean and unclean in juxtaposition. They have been together before, and we are sorry to say in some cases are still together.

At the recent session of the Indiana Conference of the Methodist Church, held in Bloomington, a forward movement was made. A resolution was passed, declaring that an applicant who uses tobacco should not be admitted to sacred orders until he shall pledge himself to desist from such use. This is both good and wise. But it was surprising and discouraging to find men opposing, and opposing with a zeal worthy of a better cause. It was more discouraging when among these opposers were found cultivated men, graduates of colleges.

Had the proposition been to require present members to give up this filthy habit, it would have been quite another thing. So poisoned and abnormal is the system of the old chewer or smoker, that a change is very difficult, sometimes dangerous. It is said that even the arsenic eater can not desist at once with impunity. But this was not the proposition, it was simply the mild and reasonable proposition that young men should desist—men on whom habit could not, by reason of age, have a strong hold.

We respectfully submit that any young man who can not or will not make such a sacrifice, nay, will not take a step toward a higher plane, had better consider whether he has a genuine call to preach the blessed gospel of peace and purity. For a cross-road politician to smoke and spit, or a bar room swaggerer to "chaw" and sputter, is not a matter of surprise. It is their nature so to do. But we look for something better in the minister. We look for a model of cleanliness and purity. And while we would be charitable with the old man, with his life long habits of error, with the young man we would be inexorable. He *should* desist or not preach. That's a creed, short and clear. We would by a law irrepealable and inflexible, say your unclean habits shall not come in here. In the language of the Scripture we would say, "Be ye clean that bear the vessels of the Lord."

We feel no little pride in the fact that the public schools are leading all other organizations in opposition to tobacco, the church not excepted. Further, we believe, if these schools will judiciously and firmly exercise their power in this work, they can do more than almost all other organizations combined. And well may this power be exercised, because of financial considerations, when we remember that the amount paid for tobacco in the United States is more than double the entire amount paid for education.

Hence we call on every preacher to repent who has lifted his voice in opposition to an anti tobacco resolution, and we call on every teacher to go forward in this good work, until the last shred of tobacco, and the last tobacco worm, are swept from the public school houses of Indiana. Let all who would be benefactors to their race, do what they can to save the young from the offensive, expensive, unclean thing, *tobacco*.

FIGHT IN YOUR OWN ARMOR.

David did not kill Goliath in Saul's armor. He tried it and abandoned it. It was strong and comely, but it did not fit, hence was unsafe. He was not trained to helmet, greaves and breastplate, hence he was cumbered and enfeebled. He wisely "put them off," saying, "I can not go with these, for I have not proved them."

No one doubts David's wisdom in this act, and we presume no one doubts the result, had he attempted the combat in this armor. The first thrust from the spear of the giant would, in all probability, have rolled the shepherd boy in the dust, and secured his head as a trophy for the Philistines. But David wisely chose his own armor, a staff, a sling, and a few smooth stones from the brook. With these he went to battle. He "put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in the forehead, and he fell upon his face to the earth, and David ran and stood upon the Philistine, and took his sword and drew it out of the sheath thereof, and slew him and cut off his head therewith." David fought in his own armor, and was victorious.

Here is a lesson for our readers, especially for teachers. Teachers are much given to fighting in other men's armor. The temptations to them are specially strong. A young teacher anxious to learn, and zealous in his work, visits the school of an adept, or attends an Institute conducted by experts, and of course sees new processes and hears new plans. Delighted with these, he straightway proposes to adopt them. The result in many cases is failure. He makes no allowance for difference in culture, experience, and native ability. In a word, it has not occurred to him that the armor of that old and strong warrior would not fit a stripling. Sometimes the effort is made to imitate manners, or personal traits. This is worse than the former. A man of lithe figure, warm blood, and consequently quick movement, can not imitate the dignity of that aged man with stately figure and reflective habits, nor should he. The stately man can not imitate the movements of the lithe man. Each should fight in his own armor, i. e. be himself. Mental processes and qualities can not be imitated with much more hope of success. At this point the old aphorism comes in, "Be natural—be yourself." But full in the face of this is flung the old question, "Shall we never imitate?" We must say, yes, in a sense, and no, in a certain other sense. Here is the issue: In what sense may we imitate, and in what sense not?

To answer this exhaustively and completely is a long and most difficult work, one beyond the space and time of this article. We may answer proximately. This answer seems simpler and clearer under analogy, and this analogy is found in the artist. Two fundamental doctrines of the artist are, 1. *No mere copyist is a true artist*; 2. *Every artist is a copyist*—a paradox or nonsense. It is a paradox, i. e. both true. How? Nature is the model for every artist; every one copies her. One copies entirely. If he desires a landscape, he copies it just as nature presents it. But nature does not group all her beauties, hence he has not obtained the highest type, hence is not the true artist. The true artist copies also, but not in entirety. He

does more than copy, he *selects* and *combines*. If he desires a landscape he does not, as the former, copy throughout, though it be the most beautiful on the earth. He selects the most beautiful individuals from the most beautiful groups. He may take his cedars from Lebanon, his ivy from Melrose Abbey, his waterfalls from Ladore, his hills from the banks of the Rhine, his sunsets from Italy, and his rocky background from the Appenines or the Sierra Nevadas. Thus he surpasses nature—thus he reaches the highest ideal. In this he is the true artist.

In this sense the character builder may copy, or imitate. He may find language in Cicero, courage in Luther, logic in Paul, eloquence in Patrick Henry, philanthropy in Howard, patience in Job, fidelity in the cottage, or affection in the child; piety in the saint, and lovely simplicity in the rustic maiden. Thus he selects and combines, thus he reaches the highest ideal. In most cases he must go farther, namely, note adaptations to original material. New wine in old bottles is still unadvisable.

Additional, he must see that the chosen qualities are congruous with themselves. Like the colors in a picture, they must not only harmonize with the main design, but they must melt and blend among themselves. So far we may copy and no farther. He who does more is not himself, is not natural, he fights in somebody else's armor, and is weak.

Our conclusion, therefore, is that each, whether teacher, preacher, lawyer, farmer, merchant, or any other, should fight life's battles in his own armor.

NOTES BY THE WAY.

Having been sent by the Board of Trustees of the State University to lecture in a number of counties, and to present the claims and facilities of that institution, we noted some things educational and otherwise.

BEDFORD, the county-seat of Lawrence county, is building a fine school house. The basement is of stone, the body of brick, two stories above the basement. The cost will be near twenty thousand dollars. It will be ready for occupancy next fall.

A lesson to certain small towns of the State is deducible from this case. For two years the town struggled while not incorporated, to secure a house. The Township Trustee felt that he could not, in justice to the other districts, build such a house as was needed. They incorporated, and at once took the initiative for a good house. Two or three years ago, several other towns in the State were failing to get suitable houses because they would not incorporate.

The town is Macadamizing its streets 'round the square, and the county is building a fine court house. The town is growing slowly—populates about two thousand.

AT WASHINGTON, the county-seat of Daviess county, we met an Institute of eighty members. The teachers showed industry and attention, the instructors, average skill, and the Examiner, Dr. Dyer, zeal and ability. The

programme of instruction was an excellent one—in range and variety we have never seen it surpassed. The criticisms were full and sharp. A lady critic sent a bombshell which exploded on the other side of the house. Said she, during the recitations and lectures, the order was good, often highly commendable; “at times not a sound broke the speaker’s voice, save an occasional spat of ambier on the floor.” That was a shot well delivered, taking effect between the eyes of certain members of the “House of Lords.” Spats on the floor ceased after that. We silently thanked that lady teacher for her courage. Woman must help keep this world sweet and clean.

Washington is a beautifully located and rapidly growing town of 3300 inhabitants. There is a large coal field near, with a shaft open just at the corporation line. As a result, coal is furnished at nine cents to ten cents per bushel.

The school house is a dilapidated old building. A citizen very classically called it their “Literary Pig Pen.” The thrift of the town promises better houses soon.

A good list of subscribers was obtained for the JOURNAL.

IN ORLEANS, Orange county, they have a fine academy building. This, though belonging to a private corporation, is used for the public schools a part of each year. Professor Sturges, a gentleman of fine reputation, had just been elected as Principal, vice Professor Bloss, who resigned to take a position in the New Albany schools.

Near this place they keep that noted curiosity called “Lost River.” This stream sinks beneath the surface and loses itself for a distance of about three miles. At some point between its descent and emergence is what is called a “gulf,” some hundreds of feet across the top, and from one hundred and fifty to two hundred deep, at the bottom of which is water of great depth. This water is supposed to be a part of the stream. At the point of reappearance the water boils up from a great depth. Below this point the stream is fifty or sixty feet wide, furnishing water sufficient to run a mill.

Great varieties of rock are found in this region, magnesia limestone, grindstones, whetstones, shales, etc. Several grindstone and whetstone manufactories are in operation here. Nature has expended some force to entertain her visitors in this region.

SALEM, the county-seat of Washington county, is one of the old towns of the State. It looks as if it had passed the age of adolescence. A new railroad now talked of, may infuse young blood, and give elements of new life. At this place is the well-known Salem Academy, kept by that veteran educator, Professor James G. May. This institution is owned and managed by Prof. May. It is doing an extensive and valuable work for several counties in that part of the State. We spent the Sabbath in Prof. May’s family, and rarely is found a more agreeable home or a more pleasant household.

AT MEDORA, in Jackson county, we met an Institute of respectable size, managed by Professor Harrison, of Brookville, and Mr.

Housekeeper, the recently elected Superintendent of the Seymour schools. The teachers were orderly and attentive, but considerably slow in coming together in the morning. There were but few signs of tobacco, and no audible "spats" on the floor.

Prof. Harrison gave a lesson of rare excellence in reading and elocution. His analysis was searching and accurate, and his voice full and rich. If there was a want at any point, it was a lack of animation in the rendition of certain passages. If Prof. H. does such work as this generally, his instruction will be of great value in Institutes.

A list of subscribers was obtained for the JOURNAL.

SEYMOUR, in this county, has just completed a large and handsome house, at a cost of about twenty thousand dollars. There are some mistakes in the arrangements, and a fatal mistake in one of the stairways, but the architecture is tasteful, and in some particulars elegant.

As indicated above, Mr. Housekeeper, of Lawrenceburgh, has recently been elected to the Superintendency of these schools.

NORTH VERNON, in Jennings county, is founded on a rock. Under it and about it is one of the great gray limestone quarries of the State. The quarried rocks are scattered in nearly all open spaces in the town. All the rock for the railroad bridge across the Ohio river at Cincinnati, will be furnished by this quarry.

Rock and saloons seem to be staples in this town. It supports liberally, we were informed, thirteen of these dens of vice. Schools, as we understand, do not flourish very vigorously under saloon auspices. At any rate, the former Superintendent, Thomas Olcott, was just preparing to leave for Versailles, Ripley county.

COLUMBUS, the county-seat of Bartholomew county, is a beautiful and growing little city, population as per our estimate about four thousand. The location is beautiful, being a table-land, a second bottom like that of Indianapolis and Terre Haute, and like that, underlain with gravel, which leaches off the water. It is noted for its graveled and clean streets. Old boxes, barrels, sleds, broken stoves, &c., &c., find a place somewhere else than in the streets. This is an important element in building up a town or city. It is a pity but that some towns which we saw in this trip, and others which we did not see, could learn the simple lesson of cleanliness. Filth and prosperity do not go together. Would that some people could learn this, or could be forever expelled from tasteful cities and towns. Their abode should be among Hottentots, until they have learned something of a cleanly civilization.

Columbus has a very neat school building, with an architecture of the collegiate gothic style. It was built in 1859 or '60, and was the handsomest public school building in the State at that date, but a decade has made a great change. Its glory has departed, by reason of the glory that excelleth.

Mr. Wm. Graham is the Superintendent, vice David Graham, his brother, who took the Rushville schools one or two years ago. Mr. Graham has elements of success in superior physical vigor, energy, and a practical business cast of mind. A good Superintendent must not be too bookish; he must have learning, but he must also have the elements of a good business man. These latter qualities are desirable in the teacher, and in a higher degree than usually possessed, but in the Superintendent they are indispensable.

We noted other things, educational and non-educational, but the time and space of this article forbid their presentation now.

TO THE EDITOR OF THE INDIANA SCHOOL JOURNAL AND TEACHER—
Sir:—At the late Rush County Teachers' Association, among the resolutions offered was the following, which was requested to be published in the SCHOOL JOURNAL:

Resolved, That we request the committee on resolutions appointed at our State Teachers' Association to prepare a series of resolutions to be sent to the Bureau of Education at Washington, or some other educational body, in regard to the propriety of calling a national convention, to be composed of the best linguists from the different States of the Union, to settle the *orthography* and *pronunciation* of the English language, so that it may no longer be left to the whim or caprice of any lexicographer.

SECRETARY.

OFFICE OF SCHOOL EXAMINER FOR DAVIESS COUNTY. }
 WASHINGTON, IND., August 20, 1870. }

EDITORS JOURNAL AND TEACHER—*Gentlemen:*—It will be my pleasure to distribute your excellent JOURNAL in my Institute, to encourage teachers to subscribe for it, and to advise all our Trustees to take it every year: Our home journal should be patronized. If all Trustees would take the JOURNAL AND TEACHER you could not only make it one of the very best educational journals in the land, but also the official organ of Examiners and Teachers throughout Indiana. I wish this could be effected, for correspondence with Trustees and Teachers is very difficult sometimes, and, to say the least, expensive. I must either write many letters or get on a horse and travel through the county, taking several days to do what could be done in one day. I would like to see your JOURNAL in the hands of every Examiner, Trustee and Teacher in the State.

Wishing you abundant success, I am respectfully,

GEORGE A. DYER, Ex. D. C.

THE N. W. C. University has opened a Business College in connection with its other departments. If well conducted, this department will doubtless command a large patronage. A business education is valuable whether a man engages in commerce or in the professions.

INSTITUTES.

VEVAY, SWITZERLAND CO., IND., August 30, 1870.

The sixth annual Teachers' Institute of Switzerland county was held at the Vevay Graded School building, commencing August 22, 1870. Mrs. M. D. Whippo was elected Secretary and Mrs. Frankie Heady Enrolling Secretary. Eighty-five persons enrolled their names as members of the Institute, sixty of these being teachers. Instructions were given by Examiner R. F. Brewington, Mrs. T. J. Charlton, of North Vernon, and others. An evening lecture was delivered by the Examiner, and two social entertainments were given by the citizens of the town. The reading of an interesting paper on Friday afternoon closed the exercises. MARY D. WHIPPO, Sec'y.

MADISON, September 3, 1870.

THE Seventh Annual Session of the Jefferson County Teachers' Institute closed yesterday after an interesting and instructive session of five days. Ninety-four teachers were enrolled, and the average attendance was very good. The Institute was conducted by P. R. Vernon, County Examiner, assisted by Professors Brewington, Tevis and Charlton. The Institute opened each morning with music and prayer.

Lectures were delivered upon the following subjects: Penmanship, Reading, Orthography, Music, Arithmetic, History, Theory and Practice, Physiology, Grammar, and Geography. Two essays were read: one entitled "The Duties and Rewards of the Teacher;" the other, "The Progress of Schools." Several teachers of the county took an active part in the labor of the Institute. Discussions took place on the following subjects: "Should Composition and Declamation be taught?" and, "Should the Self-reporting System be Allowed?" The Institute voted in the affirmative on both questions.

Among other resolutions the following was adopted:

Resolved, That there should be a uniformity in the text-books of the common schools; and that we recommend the General Assembly of Indiana to legislate on that subject.

The Institute also resolved in favor of the SCHOOL JOURNAL AND TEACHER.

On Friday evening, the Institute listened to an eloquent address from Hon. F. J. Bellamy, entitled "Woman and Her Work."

A critic was appointed each morning, and in the evening read a report on the shortcomings of the Institute during the day.

The usual vote of thanks to instructors was passed and the Institute adjourned *sine die*.

THE Owen County Institute, held at Spencer, and superintended by the Examiner, J. M. Wilson, enrolled ninety, with an average attendance of seventy-five. Evening lectures by J. M. Olcott, D. E. Hunter and George W. Hoss. A large list of subscribers was obtained for the JOURNAL.

RUSH COUNTY INSTITUTE was held at Rushville School House. It began Monday, August 22d, at 10 o'clock, and continued during five days. The instructors were Miss Nebraska Cropsey, Miss Marian Stitt, Mr. Walter S. Smith (conductor of Institute), Prof. David Graham, Prof. Thomas Harrison, Prof. John. The subjects discussed were the usual eight branches, Arithmetic, Vocal Music, Gymnastics, and Elocution.

Essays were read by Rev. E. W. Thompson, Mr. William Glass, Mr. Finley Bigger, Jr., Mr. ——— Hart, and Prof. Graham.

Lectures were delivered on Tuesday and Wednesday nights by Prof. Harrison. These were lectures of vast scientific power, and Prof. H. deservedly carried away the heartiest thanks of the teachers and citizens.

Institute, enrolled 66—averaged 40 3-5.

THE following resolutions were adopted at the Sixth Annual Institute of Vermillion county, held at Perrysville, the last week in August, 1870:

Resolved, 1, That we hail with pleasure the indications of advancement in the cause of education, and the elevation of the standard of teaching, in our country, which we think we see in the increased numbers in attendance upon, and interest manifested, in the exercises of our present institute.

Resolved, 2, That, in order that the spirit of advancement may continue, and we become more and more efficient in our calling, we should, as the physician or lawyer, study our profession, and that this may be done successfully, we recommend that every teacher place in his library the standard works upon teaching; that he attend his County Institute, State Normal Institute, and take at least one educational journal.

Resolved, 3, That we believe it to be the duty of the Township Trustees to levy a special tax, which, with the ordinary school fund, shall be sufficient to continue our schools ten months each year.

Resolved, 4, That we highly appreciate the labors of Prof. George P. Brown, of Richmond, who has so ably and pleasantly conducted all the exercises of which he has had charge, and that he carries hence our best regards and well wishes.

WARREN COUNTY.—Examiner McMullen has held a successful Institute in this county. Instruction was given in the common branches.

The instructors were Miss Sarah P. Morrison, Prof. Caldwell, Mrs. Fowler, Mr. Backer, and others. The Secretary's report says that "they deserve great credit for the intelligible manner in which they presented the different subjects."

Evening addresses were given by Mr. J. Harper and Miss S. P. Morrison. Miss Morrison's subject was "The Girl I want to see in the State University."

Among the resolutions passed was the following:

Resolved. That every teacher and trustee in the county should support the INDIANA SCHOOL JOURNAL AND TEACHER.

WILLIAM HIGH, Secretary.

THE Clay County Institute, just held, enrolled 102, and had an average attendance of 75. H. H. Boyce was Superintendent. The session was interesting and profitable. W. H. Atkins is County Examiner.

GIBSON COUNTY TEACHERS' INSTITUTE was held at Ft. Branch, beginning August 29th and continuing five days. Examiner Stillwell seems to have worked the matter up well, as the gross enrollment was 119, while the whole number of teachers in the county is only 114. The average daily attendance was 84. This is doing well. The instructors, besides the Examiner, were Messrs. H. A. Yeager, A. M. Bryant, J. T. Erwin, P. Wallrath, A. A. Jones, D. M. Shoemaker, and others. Addresses were made by Rev. F. C. Smith, J. P. Wallrath, Rev. Treat, and Rev. Sands. Gibson shows well.

WAYNE COUNTY INSTITUTE was held August 22-26. The enrollment was 232, with an average attendance of 170. The School Examiner, Jesse H. Brown, presided and superintended the exercises. The principal instructors were Geo. P. Brown, James McNeil, Ruth Morris, and the Examiner. Lectures were delivered by Joseph Moore and Erastus Test, of Earlham, Wm. M. Jackson, Isaac Kinley, A. W. Young, and others. A high degree of interest was manifested throughout, and the attendance was very regular and prompt for so large a meeting. No resolutions were passed, except one of thanks to the railroads and the proprietors of the building in which the Institute was held.

DECATUR COUNTY.—We learn from the published report of the Decatur County Institute that it was one of unusual interest. W. H. Powner, the Examiner, has worked up the cause of education to such an extent that the number of teachers attending the Institute was greater than the whole number of schools in the county. This is very unusual.

The instructors were D. E. Hunter, C. W. Harvey, Mr. Bliss and W. H. Powner. Lectures were delivered by Mr. Hunter and Rev. G. L. Curtiss.

At the close of the Institute the teachers organized a County Teachers' Association.

THE Shelby County Teachers' Institute will be held in Shelbyville beginning October 24, and continue five days. Professors Olcott, G. P. Brown, Boles, Hough, and Superintendent Hobbs are expected to be present and take part in the exercises. James Milleson is School Examiner.

THE Fayette County Institute, superintended by Examiner J. L. Rippetoe, enrolled fifty-six, and sent subscriptions to the JOURNAL. Evening lectures by Prof. Harrison and Rev. Parker.

THE Morgan County Institute, held at Martinsville, enrolled fifty-seven members. Principal instructors, Sup't D. E. Hunter and Prof. Joseph Tingley.

THE Adams County Teachers' Institute will meet in Decatur, Monday, October 17th, 1870. S. C. Bollman is School Examiner.

THE MARION COUNTY TEACHERS' INSTITUTE convened at the Indianapolis High School Building, and continued in session five days. The Examiner being absent, the Institute was superintended by W. J. Button. The instructors and lecturers engaged were Walter S. Smith, John M. Hanley, W. J. Button, Emma W. Laird, Emily Johnson, Prof. Hopkins, Dr. R. T. Brown and Prof. A. W. Young. There was a large and enthusiastic attendance throughout. The number enrolled was about two hundred. The average attendance reached nearly one hundred and fifty. The Institute was one of unusual interest, and Mr. Button had the hearty thanks of the teachers for the manner in which he conducted it.

TERRE HAUTE, Aug. 16, 1870.

EDITORS INDIANA SCHOOL JOURNAL—*Gentlemen*:—At the late meeting of the Board of Trustees of the Indiana State Normal School, the following preamble and resolutions were adopted:

WHEREAS, An article appeared in the number of the INDIANA SCHOOL JOURNAL for July, 1870, in reference to the State Normal School, wherein this Board has been charged with misconduct, and certain specifications are made in support of these charges—all of which have been carefully examined and considered by this Board; therefore,

Resolved, That the material allegations in the aforesaid article are without any foundation to justify its publication, and, in the opinion of the Board, the editors of the INDIANA SCHOOL JOURNAL should not admit articles in the organ of the State Teachers' Association, reflecting upon the management of the State Normal School, until they have first ascertained that the charges made are substantially true.

Resolved, That the Secretary forward a copy of this preamble and resolutions to the editors of the SCHOOL JOURNAL and request their publication therein.

Very respectfully your obedient servant,

R. W. THOMPSON, Secretary.

TERRE HAUTE, INDIANA, Sept. 15, 1870.

EDITORS INDIANA SCHOOL JOURNAL—*Gentlemen*:—I can not suppose that the article concerning "The State Normal School," signed "B," in the July number of your journal was intended to do injustice to any one. Yet the tendency of it is to place the Board and some other parties in a false position in the public estimation.

It also *implies* that the Board and myself differ in our views in regard to the policy that should be adopted in the appointment of teachers in the Normal School.

Lest my silence should be construed as an endorsement of the inferences that must be made from "B's" article, I address you this note for publication.

I think the Board fully apprehend that the specific function of a Normal School is to instruct teachers in the Science and Art of Teaching.

It is well known that a large majority of students who enter a Normal

School in this country, are not thoroughly familiar with the subjects which they wish to learn to teach, and therefore they are not prepared to enter fully and directly on a course of instruction in methods of teaching; and further, thus far, a majority of the students who have entered *this* State Normal School will never graduate. They are of that class who, for the most part, have to help themselves on in the world, and they have the means to stay here one, two, or three terms only. Because of this state of things, instruction in the subject-matter of the legal branches has to be combined, more or less, with instruction in methods. Our experience has shown this to be necessary—especially is it so in reference to the pupils who can stay but one term.

It is plain that the teacher most likely to be qualified by training and experience to meet these practical demands of the school, are those who are graduates of our best State Normal Schools, and who, *after graduation*, have had several years of successful practical experience in teaching and managing public schools; or, those who have had *many* years of such successful experience—who have taught from the “*ranks*” up, through the Primary and the High School—and who are entirely familiar with all the details of school management; and that in the selection from either class, the teacher elect should be acknowledged, among teachers, as an eminently successful *practical* teacher.

That the Normal School Board *have* recognized and that they do now recognize that the above is the *true* view, and that their policy in the management of the Normal School is based substantially upon this view, no better proof can be given “B,” than that every teacher with but one exception, and that for a special work—now associated with me in the Normal School proper, and in the Primary Model School connected therewith, *has* had the training and experience above indicated.

The intelligent, experienced, and candid teachers of the State can not but endorse a policy on the part of the Board which *first* recognizes the practical wants of the school, as experience develops them, and then selects the available teacher best calculated to meet those wants.

WM. A. JONES,

President State Normal School.

THE above resolutions by the Normal School Board, and the article by Mr. Jones make it necessary for us to say a few words in justification of the article referred to.

We are glad to know that the charges made in it have all been “carefully examined and considered by the Board,” and that they have seen fit to act in accordance with most of the suggestions therein made.

We are not surprised that they should be of the opinion that the article was “without any foundation to justify its publication.”

We heartily join them in their recommendation to the editors of the SCHOOL JOURNAL.

We are gratified to learn that Mr. Jones wishes to act in harmony

with the Board. We believe every word he says about combining academic and normal instruction, and the necessary qualifications of teachers, but as it has no reference to any thing in our article, we can not quite see the point to it.

We are glad to learn that the Board have the "true view" in regard to the objects of a normal school, but are sorry that they have been so unfortunate in carrying it out.

And we are gladdest of all to know that Mr. Jones "*now*" has associated with him teachers, in all the departments of the school, that have the training and experience necessary to make the school what it ought to be, and we are only sorry that this could not be said when our other article was written.

We do not wish to go into any detailed explanation to justify our "offending article," as that would involve personal references, but would say that with all the new light we are able to get (and we have sought it diligently) we do not feel called upon to recall or to modify any "material allegation" we have made.

We wish the school the highest success, and shall continue to use what influence we have to that end. B.

PERSONAL.—Mr. Walter Scott Smith, a gentleman known to many of our readers, has of late *changed* so that he deserves special mention that his friends may keep track of him.

First, he has changed his location. He has given up his school at Milroy, and resigned his place as Examiner of Rush county, to take charge of a private school at the Battle Ground, Tippecanoe county, at an advanced salary.

Judging from the highly commendatory resolutions passed by the Trustees of Rush county, Mr. Smith had been doing them good service there. He will do good work wherever he goes.

Second, he has changed his *nature*—changed to his normal condition. In short, on the 7th ult. he was married to Miss Sarah McRay, a teacher of Marion county. Being acquainted with both parties we can testify that each has done well, especially Mr. Smith. They have our warmest congratulations and best wishes.

WE learn from the *Decatur Eagle* that the trustees of Adams county at a late meeting decided to pay lady teachers the same as they paid gentlemen, when they did the same work. They also decided to pay teachers in proportion to the grade of their certificates. We approve the first, but can not endorse the last. Certificates usually show only the scholarship of a teacher, while that is only *one* of the essentials to his success. We know teachers who can not obtain a certificate for more than twelve months who are worth twice as much as others who hold certificates for twenty-four months.

NAMES OF INSTRUCTORS IN THE NORMAL SCHOOL.—W. A. Jones, A. M., President; Julia Newell, Nathan Newby, Miss A. P. Funnelle, Miss Mary Bruce; Intermediate Model, Miss Ruth Morris; Primary Model, Miss Sarah Donahue. The last is under the supervision of Miss Funnelle.

Being personally acquainted with almost all the persons above named, we have no hesitancy in heartily recommending the school to teachers throughout the State. It is entirely worthy of their confidence and patronage. There are but very few, if any, teachers in the State who would not be much profited by spending one or more terms under these excellent instructors. To young and inexperienced teachers this privilege is incalculable.

O. H. SMITH, President of Rockport Female College, has withdrawn from the educational field to enter the more sacred work of the ministry. He joined the Indiana Conference of the M. E. Church at its recent session, and is now stationed at Bloomington. He has been a faithful and efficient educator in every sphere in which he has labored. We trust greater success and higher rewards await him in his labors in the Master's vineyard.

MR. W. J. BUTTON, of the Indianapolis schools, has lately associated himself with Prof. Shortridge in editing and publishing the *Little Chief*.

The paper has undergone some changes which materially improve its appearance, and it never was so well edited as at present. We can heartily recommend it as a first class juvenile paper.

THE Cambridge schools, of which Prof. J. M. Coyner is Superintendent, have issued a neat catalogue of the names of all the pupils. Such publication of names is doubtless gratifying to pupils, but 'tis doubtful whether a plain report would not be more valuable and less expensive.

THE INDIANA SCHOOL JOURNAL AND TEACHER and the *Little Chief*, a splendid paper for boys and girls, or *Woods' Household Magazine*, an excellent family paper, will be sent to any person for one year who will send us \$1.75.

MR. D. M. MARSH, who is traveling through the State on business connected with school matters, is authorized to take subscriptions for this Journal.

THE North Western Christian University has opened this year with about 240 students. This is the largest opening in the history of the Institution.

THE catalogue of DePauw College shows an attendance for last year of 137. Seniors, 3; Juniors, 7; Sophomores, 21; others in lower classes and primary department,

DAVID GRAHAM has been appointed Examiner of Rush county, *vice* Walter S. Smith resigned.

We are personally acquainted with Mr. Graham and know him to be a most excellent man for the place.

THE Miami County Teachers' Institute will be held in Peru, beginning Monday, October 24th.

THE great number of reports from Institutes has made it necessary for us to abbreviate some of them, as our space is limited.

SOME speeches, like canals, are very *long, narrow* and *shallow*, and, to carry the comparison farther, very *crooked*.

W. E. RUBLE takes the Superintendency of the Milton schools.

TERRE HAUTE populates, by census, 16,300, and New Albany 17,000.

READ our new advertisements for this month.

A B R O A D .

ISAAC NEWTON was born on the same day that Gallileo died, December 25, 1642.

JULES SIMON is the Minister of Public Instruction in the new Republic of France.

HONORABLE TRIO.—Indiana, Iowa and Connecticut are the only three States in the Union which are claimed to be out of debt.

OWING to the failure of the Legislature of Tennessee to make appropriations for the support of the public schools, the indications are for a failure of the system.

LADIES have been admitted to the Industrial University at Champaign, Illinois. This will hardly meet the approbation of friend Gregory, unless he has lately changed his mind on this subject.

NATHAN LORD, D. D., Ex-President of Dartmouth College, died at Homer, Massachusetts, on the 9th ult., in the seventy-eighth year of his age. He served as President of the college thirty-eight years.

THE catalogue of the Illinois Female College, at Jacksonville, shows a good attendance. Seniors, 5; Juniors, 13; Sophomores, 16; remainder in lower classes. This Institution is under the management of President Wm. H. DeMotte, who for years held a prominent place among the educators of Indiana.

MICHIGAN.—Prof. Evans, of Michigan University, proposes to resign for the purpose of visiting Europe. Prof. Watson has received the *Poix Lalande* medal from the Imperial Institute of France, in honor of the discovery of nine out of the twenty-one asteroids discovered by Americans. The Board of Regents of the University have arranged for the instruction of young ladies in a separate class in the Medical School. Asa Mahan, President of Adrian College, has been nominated for Superintendent of Public Instruction on the "Temperance and Prohibition" ticket.

BIBLE IN SCHOOLS.—The State convention of Methodists in Ohio, at its recent session, passed the following:

Resolved, That the Bible is the only infallible standard of faith and duty, the source of moral and religious liberty, the priceless heritage of all the people, ought to be recognized as such in the family, the church, the college, and the public schools of the State.

Resolved, That as Methodists, as Christians, and in the exercise of our inalienable rights as citizens, we will steadily resist, in all lawful ways, the efforts of all enemies, put forth under any pretext whatever, to destroy the public schools, or to divert the public funds to the support of sectarian schools.

Resolved, That the assertion that the Bible is a sectarian book is the false assumption of infidelity, indorsed by Romanists for sectarian purposes, and can only be regarded by intelligent freemen as a slander, deserving the reprobation of all good men; and the interdiction of its use in the schools, by local boards or municipal authorities, is an unlawful exercise of power, and an outrage upon our vested rights, not to be endured without solemn protests and the exhaustion of all lawful means of resistance.

THE \$12 Lever Watch, No. 13,580, purchased from Chas. P. Norton & Co., 86 Nassau street, New York, January 5th, has been carried by me over six months, with a total variation in time of only 26 seconds, without the slightest regulating, and presents the same brilliancy of color as when purchased.

JAMES K. WILTON,

Sec'y American S. M. Co., N. Y.

NEW YORK, July 30th, 1870.

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BOOK TABLE.

A MANUAL OF COMPOSITION AND RHETORIC. A text-book for schools and colleges, by John S. Hart, LL. D., Principal of the New Jersey State Normal School. Philadelphia: Eldridge & Brother; 12 mo., pp. 380.

The subject is treated in the following order: 1, Punctuation; 2, Diction; 3, Sentences; 4, Figures; 5, Properties of Style; 6, Versification; 7, Poetry; 8, Prose Composition; 9, Invention.

This work has many excellencies. A generic excellence is that it gives prominence to the art of Rhetoric, contradistinguished from the mere science. The older works have dealt almost exclusively with the science of rhetoric, leaving the art out of view. This is a grave fault. Later authors are changing this, few, if any, more than the one before us.

Some of the more specific excellencies are the treatment of the SENTENCE. This treatment is full, clear, and in our opinion happy. In this division we know of no work that surpasses this.

The chapter under Diction is clear, practical, and of great value to the inexperienced composer.

The chapter on Invention is good, being presented in the natural order of development.

The chapter on "Composition in Objects" could, with great profit, have been carried farther.

The subject of Versification and Poetry receive, in our judgment too much attention for an elementary work. Second, they do not occur in the most happy place. They should come last, certainly not precede Composition in Prose. The teacher, however, can remedy this, by inverting the order in the recitation room.

The chapter on Punctuation is full and sufficiently minute, but a little defective; 1, in the diffuseness in wording some of the rules; 2, in the omission of a correctly punctuated example under each rule for guidance to the student; 3, in using several very important terms without defining them, among which are Phrase, Clause and Adjunct. Of these latter it may be said that Grammars define them. True, but they differ so in their definitions, that there is need of redefining in rhetoric, thus giving the precise meaning to be employed in the work in use by the student.

We are of the opinion that provision for composing more or less under each division would be desirable. This would give the opportunity for immediate application of rules and principles. This would heighten interest, and give permanence in memory. This is the process of Arithmetic applied to Rhetoric.

Our general estimate of this work is that the defects are so slight, and the excellences so strong, that the work will rapidly go to the front rank as a text-book.

The paper is white, smooth and firm, the type clear, in some cases rather small.

Two other interesting works are on our table, awaiting notice, a *Logic*, by Dr. McCosh, and a *Grammar of the Anglo Saxon Language*, by Prof. G. A. Marsh. Our examination has not been sufficiently extensive to warrant an opinion.

"TALKS TO MY PATIENTS," by Mrs. Gleason, M. D. This is a beautifully bound little volume and is full of practical suggestions on getting well and keeping well. Ladies, especially, will find its perusal interesting and profitable. For sale by J. H. V. Smith, of the City Book Store, Indianapolis.

WE have before us a set of beautiful mottoes published by the *Little Chief*. The following are a sample: Be slow to Promise, Quick to Perform; Better be Alone than in bad Company; Always Ready; I will never be Late; The truly Good are the truly Happy; Think, Speak, and Act the Truth.

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THOMPSON & BOWLER'S ECLECTIC SYSTEM OF PENMANSHIP is a new system just published by Wilson, Hinkle & Co., Cincinnati. We have looked through these books with considerable care, and see nothing to find fault with, but much to praise. The paper is of superior quality, the engraving of the copies is excellent, the grading good. The instructions for conducting writing exercises, holding pens, etc., are full and clear. The small letters are analyzed into only three elements—the straight line, the right and the left curves. Nos. 5 and 6 are arranged in pairs, one for boys and one for girls. They are paged alike and have the same copies, the only difference being in the size of the letters. This enables the teacher to instruct both at the same time, as though they were both using the same book. This is a new feature and a good one.

WILLARD'S MUSICAL VISITOR is a neat sixteen paged monthly, published at Indianapolis, by A. G. Willard & Co., at \$1.00 per annum.

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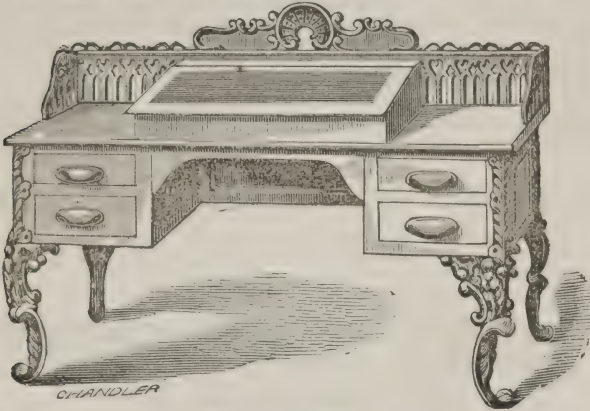
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
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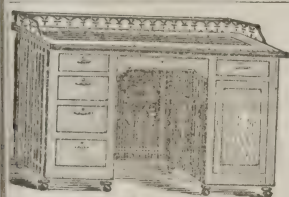


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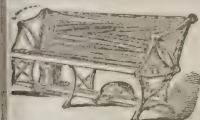


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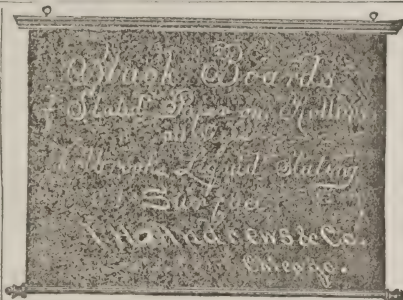
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
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
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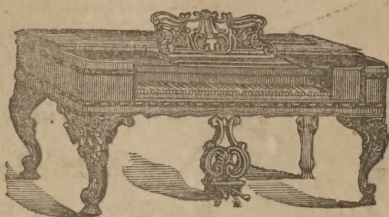
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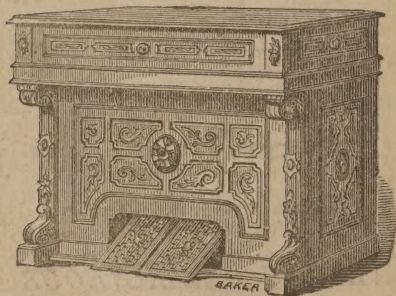
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
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